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INTELLIGENCE PRODUCTION COURSE NO. 19

Chief Instructor's Comments

COURSE OBJECTIVES

1. In general, this course followed the usual pattern of lectures, briefings, seminars, interviews, and written exercises designed to:
 - a. Give the CTs a hard look at life as a working level analyst in the DD/I - DDS&T area and to give them some basis for judging themselves in relation to a host of different working situations.
 - b. Provide the CTs with an understanding of the intra- and inter-Agency relationships of the DDI with regard to a broad spectrum of intelligence problems.
 - c. Provide the CT with an opportunity to more fully explore one or more of the DDI - DDS&T areas of interest by letting him work on a course research paper related to some of the problems, needs, or activities of such component(s). (Course papers are ultimately forwarded to the editor of Studies in Intelligence for possible publication or for retention by the Historical Staff.)
 - d. Providing the CTs with some additional opportunities to practice various skills particularly useful in the area of intelligence production.

COURSE CONTENT

2. During IPC No. 19, the CTs were exposed to:

- a. Intelligence collection activities of [] NPIC, FBIS, and CGS in the DDI; and they also were briefed about the technical collection activities of DDS&T components.
- b. Intelligence repositories and collections of intelligence information (both collections presently in use and those planned for future use) including among others OCR, FBIS, OCS, NPIC, the Special Register, and the Map Library.
- c. Intelligence production responsibilities and the use of intelligence produced by Ops Center, [] National Indications Center, ORR, OBI, OSI, BNE/ONE, USIB, and others, particularly as such activities required coordination of intelligence estimates or intelligence reports.

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3. During the course, the CTs were exposed to personnel in the various components ranging from Office Chiefs to working analysts at junior levels -- including in the latter category, a number of former CTs of relatively recent vintage. Sessions varied from formal presentations at the higher levels to observation/participation in actual (OCI) or simulated (OCR) working situations with the desk analysts. Almost needless to say, the Trainees much preferred to become involved rather than to be "talked at."

COURSE INNOVATIONS

4. For purposes of IPC No. 19, the following innovations were introduced with varying degrees of success as noted:

25X1 a. Seminar on non-Agency repositories. Led by [] and [] this half day session was well received by the CTs; 25X1 and their serious interests were reflected in the excellent questions they asked. It is planned to include this session in the subsequent runnings of the IPC.

b. Modification of exercises on National Intelligence Estimates. Although both the Cuban and Iraq problems were retained for this IPC, both were modified -- the Cuban exercise only to the slight extent of revising the questions for discussion, but the Iraq problem, radically. In the latter instance, rather than working principally from critique questions, the CTs were forced to go through the NIE production cycle in the following three steps:

- 1) Revising the Terms of Reference.
- 2) Evaluating the contributions of USIB participants to the ONE Staff for the initial NIE draft.
- 3) Preparing requirements designed to plug gaps as revealed by steps 1) and 2), above.

Although class performance and response to the Iraq exercises were excellent, it became apparent that insufficient time had been allocated for the exercise; and this must be remedied for the next IPC. There also was criticism about the value of Step 3), above, but it is believed that this reflected over-exposure to requirements writing -- this IPC having served as guinea pigs for the requirements exercise being developed for the Intelligence Techniques Course (see Par. 5, below).

c. Course research paper. Based on evaluations made by members in the previous IPC, all research time for the course research paper was confined to the final three weeks of the course. One of the class members summed up the general reaction of the CTs on this subject as follows: "I believe that the timing of the course research project is good. For the most part, one cannot get an idea of how to tackle the kinds of topics we tackled without more specific knowledge of how the various offices function and which offices do what."

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5. Although not actually a course innovation, IPC No. 19 was used for testing an exercise on writing intelligence requirements which [] had developed for use in the Intelligence Techniques Course (ITC). As a result of the harsh words and bitter reprimands from the members of the IPC No. 19, the number of problems required for the subsequent ITC (ITC No. 36) was sharply reduced. It might be noted in passing, that unlike ITC No. 36 which--despite its recent exposure to the Intelligence Orientation Course--reflected considerable confusion about the mission and functions of major components of both the DDI and DDS&T, members of IPC No. 19 demonstrated a good grasp of the responsibilities of said offices.

PROBLEMS

6. In addition to the usual comments about the nine-week program being either "too long" or "not long enough," expressions of desire to produce substantive intelligence, and laments about not getting to visit DIA, NSA, and/or INR, it is apparent from the CTs' evaluations that prior to the next offering of the IPC various segments of the course--the Analysis exercise and the session with the Office of Computer Services, for example--will have to be revised.

7. Almost without exception, the Trainees decried the lack of a "home room" in the Headquarters building, pointing out the many man-hours wasted in having to return to "Blue U" to do their writing. Use of a safe in the Language lab for overnight storage of classified materials was of some help, but cannot relieve the critical need for working space at Headquarters.

8. There was the usual, universal damnation of the requirement that the IPC members be responsible for typing ditto stencils and reproducing multiple copies of final course reports. I, too, think this is an unfair burden to place on the student. Based on casual observation, I wonder if there are not enough underemployed typists available around 1000 Glebe Road to relieve the CTs of this job? As is apparent from the quality of the stencils turned in by the IPC, the students not only lack typing skills, but the portable typewriters on which they must do their work are poorly suited for such typing.

9. As in the past I also would raise the question of the need to grade IPC students on the W-A-P-S-O scale. Traditionally, job interviews are arranged for them prior to the completion of the final week or two of the course and, as happened with several members of IPC No. 19, they are frequently assigned to jobs in the various components before they have actually completed all the odds and ends related to the typing of final reports, exercises, and critiques for the IPC. It seems apparent that since final course grades are not required for job placement, it would be equally meaningful to give the IPC members either an "S" (Satisfactory)

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or "U" (Unsatisfactory) rating and not get involved in WAPSOing them. I would regard any suggestion that the IPC WAPSO grade is a critical factor in the annual fitness report for the CT as frivolous in comparison to a WAPSO rating for the man after he is actually assigned to the job.

STUDENT EVALUATION OF COURSE

10. Despite some of the problems which were raised by members of the IPC (Pars. 6-8, above), there is little question but that the benefits of the course far outweighed its deficiencies. This can best be illustrated by citing a few of the comments which appear in the student evaluations of the course:

a. "I have been particularly impressed by the advisor-student relationship . . . The feeling is one of genuine interest [on the part of the advisers] rather than the fulfillment of a job function...

"I found the course organization, with alternating tours and related reports, stimulating in that the pattern of study was regularly changed. The final period of time allotted to the course research paper was a necessary extension that allowed for intensive involvement with the problem.

"...ready exchange of views unhampered by over regard for personal affronts ... was, in part, sponsored by course instructors who kept a balance between freedom of action and course requirements..."

b. "The way in which OCR was handled was brilliant. I never realized that one had to go to so many places to find out information on one subject."

c. "Certainly the visit to the BNE was one of the most valuable aspects of the course. For the first time I felt that I was really in on the action of the Agency."

d. "A most informative and practical nine weeks. The various different components of DDI have been well thought out and implemented [sic.]. Cooperation and the willingness to help -- the combination of these two was clearly evident from the first day of class on the part of the faculty and the different DDI components [sic.]."

ASSIGNMENTS OF MEMBERS OF IPC NO. 19

The assignments of members of IPC No. 19 were as follows:

FBIS, Editorial Division




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OCI

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ORR, Economic Research Area

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ONE,

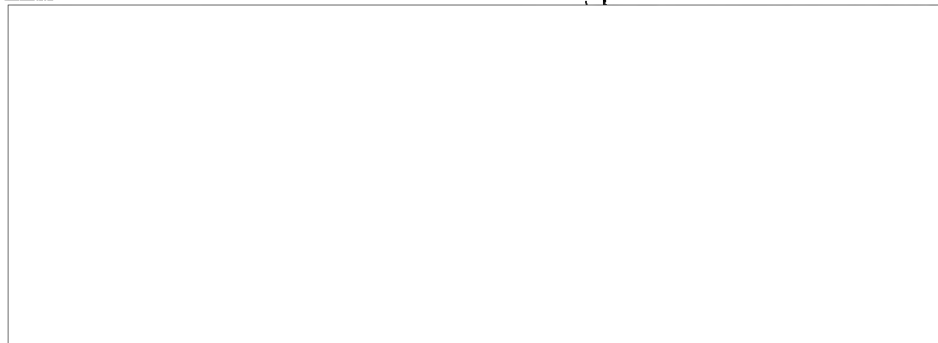
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DDS&T, ORD

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DDP

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